

Reception Long Term Planning 2024-2025

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All About Me!	Fairytales and traditional tales	Stomp Stomp What happened to the Dinosaurs?	Growth and change	Oh I do like to be beside the seaside	Transport
Enquiry Question	What makes me special?	What is a traditional tale?	Who and what happened to the Dinosaurs?	Why do animals and plants start growing in Spring?	What is a seaside location like?	How has transport changed over time?
Intention	Celebrating the uniqueness of every child and valuing difference in our class.	To know that a traditional tale is a story that is told and repeated for many years until it becomes well known and embedded into the culture.	Learning about the past and extinct animals	Learning about cycles in nature and finding out why we have seasons.	Learning about our local area and our local seaside	Learning about how transport has changed over time, the transport we use and identifying parts of a mode of transport.
Book focus	Starting School Colour Monster goes to school Food Fight Look to the skies Say Hi to Hedgehogs We're going on a bear hunt	The gingerbread man The three little pigs Goldilocks and the three bears The Princess and the pea Little red riding hood Hansel and Gretel	Chinese New Year The girl and the dinosaur Theres a Trex in town Dinosaur lady Dinosaurs and all that rubbish The worrysaurus Dinosaur poetry	Superworm The extraordinary gardener The story of a butterfly Look what I found at the farm Oliver's vegetables The journey of life: as we grow	World Book Day, Red Nose Day Easter The lighthouse keepers lunch Sharing a shell Commotion in the ocean The storm whale The snail and the Whale	Transition into Year 1 Cars cars cars The hundred decker bus The runaway train Goat and the stoat and the boat Emma janes aeroplane Grandads' camper Wheels: the big fun book of vehicles
Great works	Home visits Celebration of 'me'	Christmas Production	Fantastic Fred- for growth mindset and mental health	Butterfly life-cycle	Visit to a seaside	Year 1 transitioning sessions
Oracy: Communication and Language 	Listening, attention and understanding <i>Understand how to listen carefully and why listening is important.</i> Engage and enjoy joining in at group times and story time, rhymes and songs	Listening, attention and understanding Listen in familiar & new situations. <i>Engage in story times.</i> <i>Join in with familiar songs and rhymes</i> Maintain attention in new situations. Speaking Wait and take turns in conversation <i>Share my ideas with familiar adults.</i> <i>Talk to other (adults and peers.)</i>	Listening, attention and understanding Listen attentively in a range of situations. Maintain attention during appropriate activity. Speaking <i>Engage in stories, rhymes and non-fiction books sharing their ideas about them.</i> <i>Ask questions to find out more and to check they understand what has been said to them.</i> <i>Can say what they think</i>	Listening, attention and understanding Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. Speaking <i>Describe events in some detail.</i> Express ideas about feelings and experiences.	Listening, attention and understanding Understand why listening is important. Maintain attention in different contexts. Speaking <i>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</i>	Listening, attention and understanding Listen and respond with relevant questions, comments, or actions. Attend to others in play. Speaking Make comments and clarify thinking with questions. <i>Retell the story once they have developed a deep familiarity with</i>

	<p>Maintain attention in whole class/groups.</p> <p>Speaking</p> <p>Talk to others and take it in turns to speak.</p> <p>Follow 1 step or two-part instructions.</p> <p><i>Express a point of view</i></p> <p><i>Use talk to share what I think</i></p> <p><i>Understand 'why' questions.</i></p> <p><i>Use sentences 4-6 words.</i></p> <p><i>Use talk to organise play.</i></p>	<p><i>Use talk to organise my thoughts</i></p> <p><i>Listen to and talk about stories, rhymes and non-fiction</i></p> <p><i>Start a conversation with peers and familiar adults and continue for many turns.</i></p> <p><i>Develop social phrases</i></p>	<p>Consider the listener and take turns.</p> <p><i>Use talk to organise/stand for something else in play.</i></p> <p>Begin to use past tense.</p> <p>Begin to recount past events.</p>	<p><i>Articulate their ideas and thoughts in well-formed sentences.</i></p> <p>Use language to reason.</p>	<p><i>Ask questions to find out more and check understanding.</i></p> <p><i>Articulate their ideas and thoughts in well-formed sentences.</i></p> <p><i>Starting to use past, present & future tenses</i></p> <p><i>Begin to connect one idea or action to another using a range of connectives.</i></p> <p>Describe events in some detail.</p>	<p><i>the text; some as exact repetition and some in their own words.</i></p> <p>Speak in well-formed sentences with some detail.</p> <p><i>Use new vocabulary in different contexts.</i></p> <p>Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.</p>
	<p><i>Learn new vocabulary</i></p> <p><i>Use new vocabulary through the day</i></p>	<p><i>Listen carefully to rhymes and songs, paying attention to how they sound.</i></p> <p><i>Learn rhymes, poems, and songs.</i></p>	<p><i>Use new vocabulary in different contexts</i></p> <p><i>Listen to and talk about stories to build familiarity and understanding.</i></p>			

<p>Links to KS1 readiness</p>	<p>Listening skills</p> <p>To listen to others in a range of situations and usually respond appropriately.</p> <p>Following instruction</p> <p>To understand instructions with more than one point in many situations.</p> <p>Asking and answering questions</p> <p>To begin to ask questions that are linked to the topic being discussed.</p> <p>To answer questions on a wider range of topics (sometimes may only be one-word answers)</p> <p>Drama, performance and confidence</p> <p>To speak clearly in a way that is easy to understand.</p> <p>To speak in front of a larger audience, e.g. in a class assembly, during, a show 'n' tell session.</p>
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To know when it is their turn to speak in small group representation or play performance.

To take part in a simple role play of a known story

Vocabulary building and standard English

To use appropriate vocabulary to describe their immediate world and feelings.

To think of alternatives for simple vocabulary choices.

Speaking for a range of purposes

To organise their thoughts before expressing them.

To be able to describe their immediate world and environment.

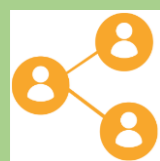
To retell simple stories and recount aloud.

Participation in a range of discussion

To recognise when it is their turn to speak in a discussion.

To recognise that different people will have different responses and that these are as valuable as their own opinions and ideas.

Personal, Social and Emotional Development
Self-regulation



Self-regulation
Can talk about feelings.

Choose what needed to complete a goal (short term)

Starting to follow instructions.

Becoming more confident when things are new (dealing with transition).

Welcome distractions when upset.

Managing self
Increasingly follow rules and how to behave in the classroom

Manage personal hygiene -toileting

Self-regulation

Beginning to express their feelings and consider the perspectives of others.

Discuss how characters in stories deal with challenges and overcome them

Keep on trying when encountering something difficult.

Starting to sit and listen more consistently during adult focus time.

Begin to take turns and share resources.

Independently choose where they would like to play.

Managing self

Aware of rules in school and classroom.

Dress and undress for Forest School.

Starting to know ways to stay healthy and making decisions about healthy food choices-eating plenty of fruit and vegetable

Building relationships

Self-regulation

Think about the perspectives of others

Show pride in achievements

I can sit and listening during adult focus time

Follow instructions with two or more parts.

Understand behavioural expectations of the setting.

Managing self

Can explain right from wrong and try to behave accordingly.

Manage their own needs.

Building relationships

Seek others to share activities and experiences listening and turn taking

Identifying how others are feeling and responding appropriately.

Using words to help solve conflicts with others.

Self-regulation

Express their feelings and consider feelings of others

I can say how others are feelings based on their expressions and actions

Explain how to deal with a problem/emotion and overcome it

Managing self

Can make choices and communicate what they need.

Begin to show persistence when faced with challenges.

Building relationships

Can keep play going by co-operating, listening, speaking, and explaining.

Can reflect on the work of others and self-evaluate their own work.

Self-regulation

Calm down after becoming frustrated

Can talk about their own abilities positively.

Managing self

Confident to try new activities

Show resilience and perseverance in the face of challenge

Self-reflect and self-evaluate their learning and work

Building relationships

Beginning to know that children think and respond in different ways to them.

Self-regulation

Able to identify and moderate own feelings socially and emotionally

See themselves as a unique and valued individual.

Managing self

Can seek out a challenge and enjoy the process.

Talk about how to solve a problem. (Understand that mistakes are part of learning)

Building relationships

Show sensitivity to others' needs and feelings.

My Happy Mind

Independently organise belongings in the morning.

Building relationships

Build constructive and respectful relationships.

Play with one or more children cooperatively

Know likes and dislikes

Meet your brain:
Understanding my emotions

Understanding others emotions

Continue to build constructive and respectful relationships.

Play with a small group of children, sharing ideas

Express and identify their feelings

Express basic needs to familiar adults.

Celebrate:

Celebrating who I am

Building self esteem in others

Appreciate:

Appreciating me

Appreciating others

Relate:

Building my relationships

Relating to others

Engage:

Pursuing my dreams


Facilitating others dreams

KAPOW:

Change each year dependent on cohort needs

Religious Education	<p>God</p> <p>Why is the word of God so important to Christians?</p>	<p>Celebration</p> <p>Incarnation</p> <p>Why do Christians put on nativity plays at Christmas?</p>	<p>Are books special?</p> <p>Living difference- Christianity and Judaism</p> <p>What is the special book for Christians/jews?</p> <p>Why is the Bible special at Christmas? Why is the Torah special for Jews?</p>	<p>Symbol</p> <p>Salvation</p> <p>Why do Christians put a cross in their garden at Easter</p>	<p>Power</p> <p>Ganesh</p> <p>Hindu traditions</p>	<p>Special</p> <p>Special clothes</p> <p>Hindu traditions/ christianity</p>
Links to KS1 readiness	<p>Relationships</p> <ul style="list-style-type: none"> *Knows right from wrong and can explain why it is important to have boundaries and routines *Working and play co-operatively and taking turns with others *Recognise and show sensitivity to their own and others needs *Recognise similarities and differences between themselves and others <p>Health and well being</p> <ul style="list-style-type: none"> *Managing their own personal hygiene and basic needs * Shows an understanding of their own feelings; and those of others * Begin to regulate their behaviour *Shows an understanding of how to stay safe in a range of common situations <p>Living in the wider world</p> <ul style="list-style-type: none"> *Shows care and concern for living things *Name and describe people who might help us in the local community (police, fire service, doctors and teachers <p>RE- speak to JW about RE in KS1.</p>					
Physical Development	<p>Gross Motor</p> <p>Further develop the skills they need to manage the school day successfully: lining up, climbing stairs using alternate feet and queuing, mealtimes, personal hygiene</p>	<p>Gross Motor</p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p>	<p>Gross Motor</p> <p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p>	<p>Gross Motor</p> <p>Move across large equipment showing strength and balance</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p>	<p>Gross Motor</p> <p>Throw, kick, pass and catch a variety of balls.</p> <p>Use small equipment showing co-ordination. E.g., quoits, beanbags,</p> <p>Combine different movements with ease and fluency</p>	<p>Gross Motor</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Show strength, balance and co-ordination in movement</p>



<p>Get Sets 4 PE</p>  <p>Ongoing throughout the year</p>	<p>Work with others to manage large items.</p> <p>Fine motor</p> <p>Show preference for a dominate hand with a comfortable pencil grip.</p> <p>Draw a pictures</p> <p>Forest School</p> <p>Introduction to PE: Unit 2</p>	<p>Fine motor</p> <p>Show good pencil control when mark making and drawing</p> <p>Use cutlery and other one handed equipment.</p> <p>Fundamentals: Unit 1</p>	<p>Fine motor</p> <p>Sit on a table to write</p> <p>Working towards a tripod grip</p> <p>Forest School</p> <p>Dance unit 1</p>	<p>Fine motor</p> <p>Hold pencil in a tripod grip</p> <p>Use scissors with control</p> <p>Fundamentals unit 2</p>	<p>Fine motor</p> <p>Hold a pencil effectively</p> <p>Developing the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Forest School</p> <p>Games</p>	<p>Fine motor</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Use a range of tools e.g., Scissors, paintbrushes, cutlery</p> <p>Draw with some degree of accuracy</p> <p>Gymnastics</p>
<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility.</p>						
<p>Links to KS1 readiness</p>	<p>Fundamentals</p> <ul style="list-style-type: none"> *To develop their overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education. *To use their core muscle strength to achieve a good posture. *To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a small group. <p>Ball skills</p> <ul style="list-style-type: none"> *To combine different movements with ease and fluency. *To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. *To develop confidence, competence, precision and accuracy when engaging in activities that involves a ball. <p>Games</p> <ul style="list-style-type: none"> *To negotiate space and obstacles safely, with consideration for themselves and others. *To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. <p>Gymnastic</p>					

*To revise and refine a range of fundamental movement skills e.g., rolling, crawling, walking, jumping, running, hopping, skipping and climbing.


*To combine different movements with ease and fluency

Dance

*To use a more fluent style of moving, developing control and grace

*To combine different movements with ease and fluency

Literacy



Comprehension: Listen and enjoy sharing a range of books that is read to them as a group.

Hold a book correctly, handle with care.

Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately.

Know that text in English is read top to bottom and left to right.

Know the difference between text and illustrations.

Recognise some familiar words in print, e.g., own name or advertising logos.

Enjoy joining in with rhyme, songs and poems.

Explain in simple terms what is happening in a picture in a familiar story.

Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.

Comprehension: Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories.

Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.

Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.

Sequence two events from a familiar story, using puppets, pictures from book or role-play.

Talk about what has happened.

Recall facts from a non-fiction text

Comprehension: Use picture clues to help read a simple text.

Retell from own reading/ fact

Talk about stories, rhymes, nonfiction, songs

Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.

Show understanding of some words and phrases in a story that is read aloud to them.

Express a preference for a book, song or rhyme, from a limited selection.

Share ideas in small groups

Play is influenced by experience of books (small world, role play).

Comprehension: Retell stories in the correct sequence, draw on language patterns of stories.

Describe key events in details

Make predictions what happens next

With prompting, show understanding of many common words and phrases in a story that is read aloud to them.

Suggest how an unfamiliar story read aloud to them might end.

Give a simple opinion on a book they have read, when prompted.

Recognise repetition of words or phrases in a short passage of text.

Play influenced by experience of books

Innovate a well-known story with support.

Comprehension: Correctly sequence a story or event using pictures and/or captions.

Make simple, plausible suggestions about what will happen next in a book they are reading.

Know the difference between different types of texts (fiction, nonfiction, poetry)

Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted.

Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.

Comprehension: Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story.

Recall the main points in text in the correct sequence, using own words and include new vocabulary.

What happens next

When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment.

With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.

Literacy

Word Reading: Hear and say initial sounds for words.

Say sounds for some letters

Hear general sound discrimination and be

Word Reading: Read individual letters by saying the sounds for them.

Segment and blend CVC sounds into words, so that they can read short words made up of known letter-sound correspondences.

Read high frequency words linked to Sounds write programme Starting to read simple captions

Word Reading: Read individual letters by saying the sounds for them.

Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.

Read high frequency words linked to Sounds write programme

Word Reading: Read some letter groups that each represent one sound and say sounds for them.

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, some exception words.

Word Reading: Read some letter groups that each represent one sound and say sounds for them.

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, an increasing number of exception words.

Word Reading: Read high frequency words linked to Sounds write programme

Re-read what they have written to check that it makes sense.

Phonics Sound Write	able to orally blend and segment.			Read high frequency words linked to Sounds write programme	Read high frequency words linked to Sounds write programme	
	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.					
	Developing listening and oracy IC Unit 1: s a t i m IC Unit 2: n o p IC Unit 3: b c g High frequency words: is, a	IC unit 3: h IC Unit 4: d e f IC Unit 4: v IC Unit 5: k l u IC unit 5: r IC unit 6: j w z High frequency words: the, I, for, of, are, was, a, is	IC Unit 7: x y IC Unit 7: ff ll IC Unit 7: ss zz Consolidation High frequency words: all Common words:	IC unit 8 VCC IC Unit 8 CVCC Unit 9: CCVC High frequency words: come some to	IC Unit 8 and 9 CVCC and CCVC Unit 10 CCVCC Unit 11: sh and ch Unit 11: tch	Unit 11: th voiced and th unvoiced Unit 11: ck Unit 11: wh Unit 11: ng Unit 11: qu HF words: there these their what where who
Links to KS1 readiness	<p>Learning to read</p> <ul style="list-style-type: none"> *Developing phonemeic knowledge through Sound Write phonics and other phonics opportunities. *Developing a knowledge of stories including rhyme and identifying the rhyming words within them. *Developing their skills and abilities to comprehend within familiar stories, and from pictures in illustrated stories. <p>Reading to learn</p> <ul style="list-style-type: none"> *Developing their skills and abilities in retelling familiar stories. *Recognising that books have informations that helps them to learn. <p>Reading for enjoyment</p> <ul style="list-style-type: none"> *Routinely accessing picture books and stories. *Listening to others expressively tell stories. *Learning that stories and books can put them in imaginary worlds full of adventures and excitement. 					

<p>Literacy</p>	<p>Emergent writing: Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down.</p> <p>Write their name copying it from a name card or try to write it from memory.</p> <p>Composition: Use talk to organise describe events and experiences.</p> <p>Write some initial sounds</p> <p>Spelling: Orally segment single sound CVC words e.g. c-a-t</p> <p>Say the initial sounds in most words</p> <p>Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom.</p> <p>Write some letters from name.</p>	<p>Emergent writing: Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.</p> <p>Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p> <p>Start to write simple labels and captions.</p> <p>Say a simple sentences for writing (oral and count words)</p> <p>Spelling: Identify and match known letters to initial sounds</p> <p>Orally spell VC and CVC words by identifying the sounds.</p> <p>Write own name.</p> <p>Handwriting: Write some lower case letters correctly, Write some upper case letters correctly from own name, Mum, Dad etc</p>	<p>Emergent writing: Use appropriate letters for initial sounds.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it.</p> <p>Write a caption and short sentence. Read sentences back</p> <p>Spelling: Spell to write VCC and CVCC words independently using Unit 1- 7 graphemes Spell high frequency words using sound mat/phonics working wall</p> <p>Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</p>	<p>Emergent writing: Build words using letter sounds in writing.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p> <p>Begin to start use finger spaces between word in sentences. Read writing back.</p> <p>Spelling: Spell to write VC, CVC and CVCC, CCVC, CCVCC, CCCVC words independently using Unit 1-7 graphemes.</p> <p>Spell high frequency words independently.</p> <p>Handwriting: Holds a pencil effectively to form recognisable letters. Write most lower case and some upper case letters correctly.</p> <p>Use a tripod grip</p>	<p>Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use familiar words in their writing.</p> <p>Composition: Write a simple sentence with a full stop. Read own sentences</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences.</p> <p>Make phonetically plausible attempts when writing more complex unknown words.</p> <p>Handwriting: Form most upper and lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.</p>	<p>Emergent writing: Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</p> <p>Simple sentences read by themselves and others</p> <p>Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop.</p> <p>Write different text forms for different purposes (e.g. lists, stories, instructions).</p> <p>Read back own sentences</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences.</p> <p>Make phonetically plausible attempts when writing more complex unknown words</p> <p>Spell high frequency words independently.</p> <p>Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p>
<p>Continuous provision writing</p>	<p>Adults scribing and writing down word for word, child decides part he/she would like to play and then on a simple stage to act out the story.</p>	<p>Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Re-reading and scanning and checking writing. Child begins to write the initial sound of a word and the adult continues to write the other parts of the story.</p>	<p>Child knows groups of letters make up a word and a group of words make sentences. Child continues to write the initial sound of a word which may develop to a VC and a CVC words and the adult continues to write the other parts of the story.</p>	<p>More phonetically correct words are written by child along with common words, e.g. 'the' and known tricky words. Can use a phonic mat or work bank to support. Adult writes any unknown words.</p>	<p>Child takes the pen more and more, until eventually they are writing complete phrases. May still need a phonics mat to support.</p>	<p>Child confident to write a simple short story. May still need a phonics mat to support.</p>

Handwriting N.B. The letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form

Writing
Links to KS1 readiness

Learning to write

*Hold pencils, pens and other marking making tools appropriately so that they can make marks in an increasingly controlled way.

*To explore language and vocabulary in stories and the environment, and begin to use them accurately when talking.

Writing to learn

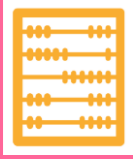
*Write independently to communicate their thoughts and ideas about their loved experiences.

*Write words and sentences to help them to remember what they have done.

Writing for enjoyment

*Have opportunities to make marks, and then to write about things in the world around them that they are inspired to write about.

Mathematics



Count objects, actions, and sounds.
Subitise

Match, sort and compare

Talk about measure and patterns

Explore the composition of numbers to 10
Subitise
Automatic recall number bonds 0-10

It's me 1, 2, 3

Circles and triangles

1, 2, 3, 4, 5

It's me 1, 2, 3

Shapes with 4 sides

Explore the composition of numbers to 10
Subitise
Automatic recall number bonds 0-10

Alive in 5

Mass and capacity

Growing 6, 7, 8

Length, height and time

Explore the composition of numbers to 10
Subitise
Automatic recall number bonds 0-10

Length, height and time

Building 9 and 10

Explore 3-D shapes

Explore the composition of numbers beyond 10.
Subitise
Automatic recall number bonds 0-10

To 20 and beyond

How many now?

Manipulate, compose and decompose

Sharing and grouping

Explore the composition of numbers beyond 10.
Subitise
Automatic recall number bonds 0-10

Sharing and grouping

Visualise, build and map

Make connections

Consolidation

Ongoing throughout Year

Link the number symbol with its cardinal number value.
Count beyond ten. Compare numbers
Understand the 'one more/one less than' relationship between consecutive numbers.
Compare length, weight, and capacity.

Select, rotate, and manipulate shapes to develop spatial reasoning skills.
Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
Continue, copy, and create repeating patterns.

**Links
To KS1
readiness**

Number

- *To count confidently
- *To show a deep understanding of numbers up to 10 and beyond
- *To match numerals with a group of objects to show how many there are (up to 10)
- *To be able to identify relationships and patterns between numbers up to 10
- *To be able to subitise
- *To show an awareness that numbers are made up of smaller numbers, exploring partitioning in different ways
- *To add and subtract one in practical ways.

Measurement

- *To measure themselves and everyday objects using a mixture of non-standard and standard measurements
- *To develop spatial reasoning using measures
- *To begin to order and sequence events using everyday language related to time
- To begin to measure time with timers (e.g. digital stopwatches and sand timers) and calendar
- *To explore the use of different measuring tools in everyday experiences and play

Geometry

- *To use informal language (e.g., heart-shaped, hand shapes) and some mathematical language to describe shapes around them.
- *To use spatial language, including following and giving directions, using relative terms
- *To develop spatial reasoning with shapes and space
- *To compose and decompose shapes, and understanding which shapes can combine together to make another shape

**Understanding
the World**



Chronology: *Talk about members of their immediate family and the relationship to them.*

Name and describe people who are familiar to them.

Enquiry: Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist

Recognise some of the ways they have changed

Hampshire music:

Music: Getting to know you

Chronology: use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.

Enquiry: Finding out about a variety of fairytales and traditional tales.

Comment on images of familiar situations in the past.

Hampshire music:

Music: Tell me a tale

Chronology: Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)

Enquiry: Find out about historical events such as extinction and what happened to the dinosaurs.

Hampshire music:

Music: Rhythm and movement- stomp like a dinosaur

Chronology: Talk about and understand changes in their own lifetime, by creating a personal timeline. Looking at the local area at the seaside.

Enquiry: How has the seaside changed over time?

Hampshire music:

Music: Incy wincy spider

Chronology: Recount an event, orally, pictorial and/or with captions.

Enquiry: Describe images of familiar situations in the past using books.

Hampshire music:

Music: On the beach

Chronology: Order experiences in relation to themselves and others, including stories.

Enquiry: *Comment on images of familiar situations in the past.* Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.

Hampshire music:

Music: The weather

Begin to develop a sense of **continuity and change** by being able *to compare and contrast characters from stories throughout the year, including figures from the past.*

<p>Respect:</p> <p>Themselves, special things in their own lives.</p> <p>Accepting and positive about people's differences</p> <p>Know different countries in the world</p>	<p>Respect:</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Use stories and pictures to talk about differences in life in other countries.</p>	<p>Respect:</p> <p>Animals and how to care for animals/pets</p>	<p>Respect:</p> <p>Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.</p>	<p>Respect:</p> <p>Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.</p>	<p>Respect:</p> <p>Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.</p>
<p>Love:</p> <p>Showing love and positivity towards themselves and celebrating 'you'.</p>	<p>Love:</p> <p>Showing love to their family and friends</p>	<p>Love:</p> <p>Showing love to our world and animals.</p>	<p>Love:</p> <p>Showing love to our local area and environment.</p>	<p>Love:</p> <p>Showing love to animals and the environment.</p>	<p>Love:</p> <p>Appreciating others interests and showing love through conversations of peoples happinesses.</p>
<p>Hope:</p> <p>Being hopeful for our bright futures</p>	<p>Hope:</p> <p>Being hopeful for our bright futures</p>	<p>Hope:</p> <p>Being hopeful for our bright futures</p>	<p>Hope:</p> <p>Being hopeful for our bright futures</p>	<p>Hope:</p> <p>Being hopeful for our bright futures</p>	<p>Hope:</p> <p>Being hopeful for our bright futures</p>
<p>Mapping: Talk about the features of their immediate environment with visual representations e.g., classroom maps, and read commons signs and logos.</p> <p>Natural world</p> <p>Use hand on experiences to smell, touch, hear the natural world</p> <p>Change materials e.g. adding water to cornflour, mixing paint</p> <p>TOPIC</p> <p>Talk about and describe features of their own family.</p> <p>Look at ways you have changed since being a baby.</p> <p>Stages of development</p>	<p>Mapping:. Use positional language i.e., under, beside, on top of etc. through stories such as Little red hen, Three Little Pigs</p> <p>Natural world</p> <p>Describe what they hear, feel and see outdoors</p> <p>Talk about the area they live in, including the weather</p> <p>Talk about forces they feel e.g. push, pull etc</p> <p>Talk about different materials</p> <p>TOPIC</p> <p>Use the language of time when talking about past/present events in the children's own lives.</p> <p>Find out about key historical events and why and how we celebrate them today? Remembrance day, Christmas Day, Diwali.</p>	<p>Mapping: Mapping different animals to location in the world.</p> <p>Identify on a map - <i>Recognise some environments that are different to the one in which they live different animals live on a world map (prehistoric)</i></p> <p>Enquiry: Use technology and IT equipment to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences.</p> <p>Natural world</p> <p>Children can discuss how the world can be cared for</p> <p>Describe animas both from photos and real-life experiences.</p> <p>Describe own environment and local area.</p> <p>Talk about weather linked to seasonal changes</p> <p>TOPIC</p> <p>What happened about the Dinosaurs?</p> <p>Looking at timelines and the past tense.</p> <p>How has the world changed from then to now? Using comparative language.</p>	<p>Mapping: Mapping different areas in the school: woodland, pond etc.</p> <p>Enquiry - comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., school nature area and the town centre</p> <p>Natural world</p> <p>Describe plants both from photos and real-life experiences.</p> <p>Describe another environment e.g., desert, Artic, comparison to the British seaside</p> <p>Talk about changes e.g. freezing, melting (linked to baking, paint mixing, mud play etc)</p> <p>TOPIC</p> <p>Learning about plants, minibeast using powerpoints, films and non-fiction books.</p> <p>Love caterpillars to see life cycle of a butterfly</p>	<p>Mapping: Mapping places such as farm, school, garden/</p> <p>Enquiry: Recognise, know, and describe features of different places. Look closely at similarities and differences between life in this country and other countries.</p> <p>Ask children to describe how places in other countries are different.</p> <p>Natural world</p> <p>Explore the natural world</p> <p>Contrast the natural world around me with different environment</p> <p>TOPIC</p> <p>How has the seaside changed over time?</p> <p>How do we dress differently for the beach?</p>	<p>Mapping: Create beach map using grid paper and symbols (x marks the spot treasure maps)</p> <p>Recognise buildings, roads and other features in aerial pictures.</p> <p>Draw information from a map</p> <p>Enquiry: Recognise, know, and describe features of different places. Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites.</p> <p>Natural world</p> <p>Make observations of animals and plants and use these observations to draw pictures</p> <p>Talk about some of the changes in the natural world (including season and changing state of matter)</p> <p>TOPIC</p> <p>How has transport changed over time?</p> <p>How do you travel to school?</p>

	Develop a sense of community.	Ask questions, use different sources to find answers including books.	Asking questions, using a variety of sources to understand extinction.	Planting sunflower	How did people used to dress?	What modes of transport have you experienced?
	Go on a sensory walk.	Recognise that people have different beliefs and celebrate special times in different ways.		Sunflower diary	Make a lighthouse	
	Senses.	Recognise some similarities and differences between life in this country and life in other countries.		Naming parts of a flower	Focusing on local area and how the seaside in our lives has changed since our parents/grandparents were younger.	Discussing our parents experiences and how they differ to ours.
		Science experiment: Making porridge, bread and gingerbread man		Making plant able seed flowers	School trip to the beach and experience a day of school at the seaside.	Looking at timelines and different sources to develop questioning.
			Sunflower magic potions			
			Create minibeast area			

	Working scientifically			Seasonal Change	
Links to KS1	To feel confident to answer simple questions about observable properties of objects and people, animals and plants around them.			To know about different types of weather	
Readiness	To compare objects in their environment and talk about similarities and differences.			To observe changes in trees and plants as the season progress.	
Science	To ask questions about the world around them, and seek to find their own answers.				
	Plants				
	To know what a plant is				
	To know what a flower is				
	To know where you see plants				
	To describe different between a plant and a flower.				
	Animals including humans				
	To know what an animal is				
	To recognise and name a variety of different animals				
	To know the names of different body parts of humans and animals they have experience of				
	Everyday materials				
Links to KS1	To recognise that different everyday objects are made from different materials				
Readiness	To describe how different objects look and feel				
Geography	Locational knowledge				
	Know where they live				
	Know how they travel to school				

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Knowledge of places

- Talk about some of the differences they notice when they are in different places
- Talk about places when looking at books and watching tv/videos
- Talking about places they have been to
- Talk about places in stories
- Using language that relates to place

Human and physical geographical knowledge

Recognise elements of their environment that are manmade and natural

Using maps

- Make maps from stories
- Follow simple maps in play

Links to KS1
Readiness
History

Using language associated with the past

- Use words associated with the past including yesterday, last week, last year
- Use tense when speaking about things that happened in the past

Remembering and discussing their own lives

- Share their memories of significant events in their own lives.
- Talk about things that have changed.
- Begin to put these events in order

Talking about things they have done with people special to them

- Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers.
- Begin to put events in order.

Recognising chronology within stories

- Talk about the order of events in a range of familiar stories.
- Recognise language in stories that shows the story happened in the past.

Expressive Arts and Design

Creating:

*Start to join materials

Creating:

- *Use various tools
- *Select own art and design materials

Creating

*Scissors and one-handed tools

Creating

*Combine different techniques

Creating

*Safely use tools

Creating

*Explore materials and techniques



*Explore art materials
*Develop own ideas to start to talk about them.

*Start to develop own stories

Imaginative

*Use imagination in play

*Remember most of a song to sing

*Make up silly songs

*Match the melody and pitch of others

* Develop storylines in their pretend play

TOPIC

Home role play

Kapow scheme:

Marvellous marks

Exploring mark making through different materials.
Drawing observation using face and self portraits.

*Signal key parts in art work
*Re-create familiar stories (AS)

Imaginative

*Recount and retell familiar stories

*Role play imaginary scenarios linked to experiences

*Know popular songs and sing them

*Listen and respond to sounds

*Sings with others

*Sing familiar songs

*Sing in a group or on their own, increasingly matching the pitch and following the melody.

TOPIC

Vets role-play (linked to families and jobs)

Kapow scheme:

Painting and mixed media: paint my world

Exploring paint and painting techniques through nature, music and collab work. Child led exploration

*Use materials and props to retell stories/create imaginary situations

* Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Imaginative

*Use what I know/read to recreate

*Listen to music and move to it

*Join in with singing and dancing

TOPIC

Paleontology lab

Kapow scheme:

Sculpture and 3D: creation station

Exploring the sculptural qualities of malleable materials and natural objects; developing use of tools.

*Talk about artwork or designs linked to materials/techniques

*Create collaboratively sharing ideas, resources, and skills.

Imaginative

*Adapt well known stories

*Sing well known songs in group or alone

TOPIC

Garden centre

Kapow scheme: Design and technology

Cooking and nutrition: soup

Children explore the differences between fruits and vegetables using their senses.

*Use props and materials when role playing familiar stories.

Imaginative

*Adapt and recount narratives

*Sing nursery rhymes

*Move in time with music

* Listen attentively, move to, and talk about music, expressing their feelings and responses.

TOPIC

Seaside ice cream shop

Kapow scheme:

Craft and design: lets get crafty

Developing cutting, threading, joining and folding skills.

*Design art/ a product-thinking about colour, texture and function

*Explain what made

*Talk about how made it

Imaginative

*Invent own stories

*Perform songs, rhymes, poems, stories alone and with others

* Watch and talk about dance and performance art, expressing their feelings and responses.

TOPIC

Car garage

Kapow scheme: Design and technology

Structures boats

Children explore what is meant by 'waterproof' 'floating' and 'sinking'

Then experiment and make predictions.

**Links to KS1
Readiness**

Using materials

Hold tools like pencils, paint brushes, scissors with increasing precision
Experiment with different everyday and art materials to explore colour, texture and form

Drawing, painting and sculpture

To explore their ideas and imagination by creating drawings, paintings and sculptures.
To explore creating designs and art work on a range of scales.

Exploring techniques

To explore a range of techniques to draw, paint and sculpt to help them create art work.

Comparing and evaluating work

Recognising and exploring the colour, patterns and shapes in other's artist work.
Expressing opinions and feelings in response to their own art work and other artist's work.
Sharing their work with other people, talking about what they have created.

Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.